

## Positive Behavior Support (PBS)



Child Study and Treatment Center (CSTC) uses a Positive Behavior Support (PBS) model across campus to support a positive social culture. Through PBS, we identify center-wide behavioral expectations and ensure that everyone knows what they need to do to be successful. PBS is a model that helps everyone focus on the behaviors that are desired and encourages teaching of the skills needed to meet these expectations. In the classroom and on the cottages we work together to reward and encourage the behavior we would like to see increase while working to ignore or discourage behavior we would like to see decrease. We have organized this program around 4 central behavioral expectations: Respect, Responsibility, Commitment, and Safety. Any child/adolescent on campus may earn a PBS card (or feather) for demonstrating positive behavior in one of these 4 areas. Youth can be nominated by peers or staff for a PBS shirt (see photo), which is earned by demonstrating progress or role model behavior in one of the four PBS areas. Staff are trained to use PBS language in their interactions with children/adolescents at CSTC and try to use more encouragement than limitation in language. CSTC has a PBS committee that meets weekly to ensure that the model continues with momentum and energy. The PBS committee works together to utilize the model put forth by Horner and others (see reference). Some examples of how Commitment is embraced in the campus-wide PBS

program include: supporting students in academic and community matters, improving communication, demonstrating commitment to school program, expectation of adult/staff participation, and staff demonstrating commitment to PBS principles. Some examples of how Safety is embraced in the campus wide PBS program include: maintaining a safe environment, actively engaging youth, being proactive, listening to ideas for a safe community from all members, and modeling safe behavior. Some examples of how Respect is embraced in the campus wide PBS program include: demonstrating supportiveness, modeling expected behaviors, being polite, demonstrating punctuality, making positive verbal statements, using technology in a way that supports a respectful environment, and finding ways to get involved. Some examples of how Responsibility is embraced in the campus wide PBS program include: following the guidelines put forth in the other three PBS areas, planning together in advance, being proactive when there are issues that require attention, and supporting the classroom and cottage environments. The PBS committee welcomes participation from all members of the CSTC community.

Resource:

Horner, R. H., Sugai, G., Lewis-Palmer, T., & Todd, A.A. (2001). Teaching school-wide behavioral expectations. Report on Emotional and Behavioral Disorders in Youth, 1 (4), 77-79, 93-96.

Website:

<http://www.pbis.org>